



State of New Jersey 2014-15

03-4380-050

OVERVIEW

BERGEN
RIDGEFIELD PARK TWP

GRADE SPAN 07-12

RIDGEFIELD PARK JR SR HIGH SCHOOL
1 OZZIE NELSON DRIVE
RIDGEFIELD PARK, NJ 07660

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

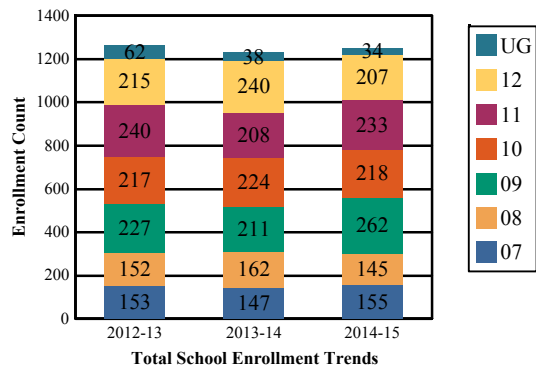
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



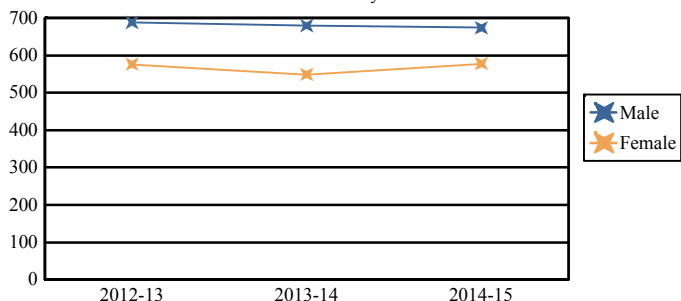
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment	
2012-13	1,265
2013-14	1,229
2014-15	1,253

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

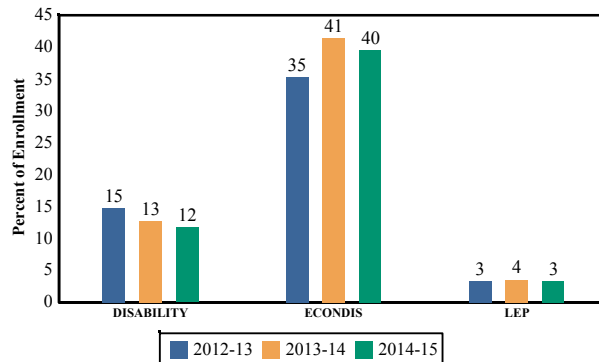


	Male	Female
2012-13	689	577
2013-14	680	549
2014-15	675	578

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Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



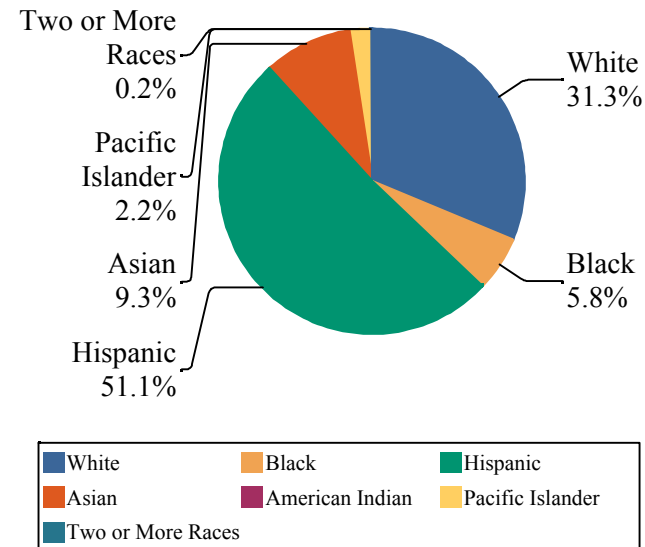
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	147	12%
Economically Disadvantaged Students	496	39.6%
English Language Learners	41	3.3%

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Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	56.1%
Spanish	29.8%
Arabic	3.3%
Korean	2.3%
Tagalog	1.8%
Urdu	1.1%
Other	5.6%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	39%	61	53
HS Math Met or Exceeded Expectation	28%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	637	50.2%	95%	95.9%	YES
White	194	52.1%	95%	93.8%	YES*
African American	41	48.8%	95%	100%	YES
Hispanic	332	45.4%	95%	95.9%	YES
American Indian	-	-	--	--	--
Asian	67	70.2%	95%	98.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	82	18.3%	95%	94%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	265	39.3%	95%	97.2%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	640	30.3%	95%	95.7%	YES
White	195	31.8%	95%	94.6%	YES
African American	41	22%	95%	100%	YES
Hispanic	333	26.7%	95%	94.8%	YES
American Indian	-	-	--	--	--
Asian	68	50%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	79	10.1%	95%	91.8%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	266	22.9%	95%	96.3%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

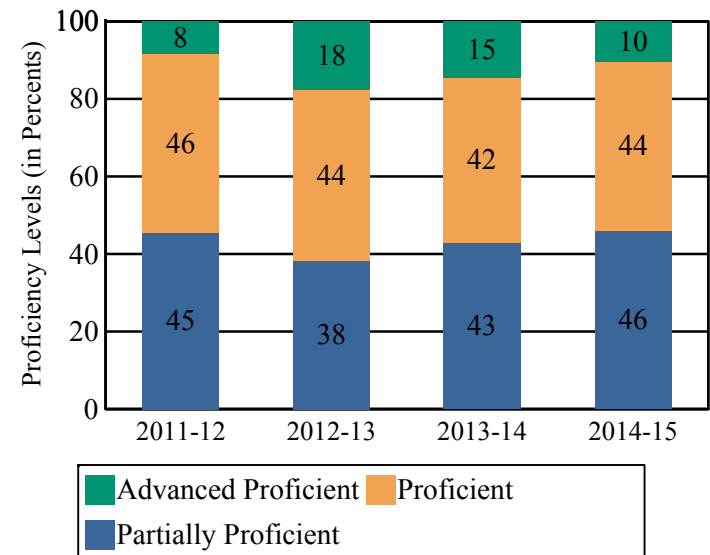
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	10%	44%	46%
White	10%	40%	50%
African American	-	-	-
Hispanic	7%	48%	45%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	9%	33%	58%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	145	755	750	7%	11%	21%	41%	20%	61%	53%
White	42	758	757	7%	12%	17%	48%	17%	64%	61%
African American	13	761	730	0%	15%	15%	38%	31%	69%	31%
Hispanic	78	753	736	9%	9%	23%	40%	19%	59%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	11	759	777	0%	9%	36%	27%	27%	55%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	18	714	713	39%	22%	17%	17%	6%	22%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	65	747	733	6%	18%	26%	37%	12%	49%	33%

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	142	760	750	3%	12%	18%	53%	15%	68%	53%
White	50	762	757	4%	6%	22%	52%	16%	68%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	69	756	735	3%	17%	19%	52%	9%	61%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	17	777	778	0%	6%	0%	59%	35%	94%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	18	716	713	11%	61%	17%	6%	6%	11%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	49	754	732	4%	16%	24%	43%	12%	55%	34%

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	153	747	739	8%	16%	29%	31%	15%	46%	41%
White	40	744	746	10%	18%	25%	30%	18%	48%	47%
African American	12	733	723	17%	17%	33%	25%	8%	33%	23%
Hispanic	88	747	725	6%	16%	34%	34%	10%	44%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	12	778	765	8%	8%	8%	25%	50%	75%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	26	721	706	23%	23%	27%	15%	12%	27%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	70	741	724	9%	20%	36%	27%	9%	36%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	195	732	735	22%	19%	26%	27%	7%	33%	38%
White	61	725	741	31%	15%	20%	31%	3%	34%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	97	731	720	19%	20%	37%	21%	4%	25%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	27	748	763	15%	26%	0%	41%	19%	59%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	18	700	698	61%	11%	17%	11%	0%	11%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	81	725	718	25%	20%	31%	21%	4%	25%	23%

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PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	226	749	741	8%	18%	25%	36%	13%	49%	42%
White	71	750	745	10%	15%	24%	37%	14%	51%	46%
African American	14	731	727	14%	29%	43%	14%	0%	14%	27%
Hispanic	114	747	731	6%	20%	28%	35%	11%	46%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	27	766	765	7%	11%	7%	48%	26%	74%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	31	716	712	29%	35%	16%	16%	3%	19%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	90	742	730	9%	24%	30%	28%	9%	37%	30%

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PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	144	737	740	6%	19%	46%	28%	1%	29%	38%
White	42	739	745	7%	12%	50%	31%	0%	31%	46%
African American	13	737	725	0%	31%	46%	23%	0%	23%	17%
Hispanic	77	735	730	8%	22%	43%	25%	3%	27%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	11	747	760	0%	9%	45%	45%	0%	45%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	64	730	728	9%	23%	50%	17%	0%	17%	21%

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PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	736	726	7%	25%	40%	27%	2%	29%	24%
White	34	735	732	6%	21%	47%	26%	0%	26%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	59	738	721	8%	24%	34%	31%	3%	34%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	42	739	719	7%	21%	38%	31%	2%	33%	17%

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	176	739	740	7%	21%	36%	36%	1%	36%	40%
White	49	742	746	6%	22%	24%	47%	0%	47%	47%
African American	14	727	722	21%	21%	43%	14%	0%	14%	20%
Hispanic	94	738	725	6%	20%	44%	29%	1%	30%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	18	753	769	0%	17%	22%	61%	0%	61%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	20	711	710	35%	35%	15%	15%	0%	15%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	75	733	725	11%	24%	41%	23%	1%	24%	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	194	727	728	8%	42%	35%	14%	2%	16%	21%
White	62	723	731	11%	44%	32%	13%	0%	13%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	103	725	718	6%	46%	38%	10%	1%	11%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	20	745	751	5%	20%	30%	30%	15%	45%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	86	724	718	6%	49%	33%	10%	2%	13%	8%

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	102	743	721	5%	17%	40%	38%	0%	38%	24%
White	32	739	725	9%	16%	41%	34%	0%	34%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	45	742	706	0%	22%	40%	38%	0%	38%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	21	750	751	10%	5%	43%	43%	0%	43%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	29	746	705	0%	21%	41%	38%	0%	38%	9%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEFIELD PARK TWP

GRADE SPAN 07-12

RIDGEFIELD PARK JR SR HIGH SCHOOL

1 OZZIE NELSON DRIVE

RIDGEFIELD PARK, NJ 07660

NJASK Results - Science Grade Level - 08

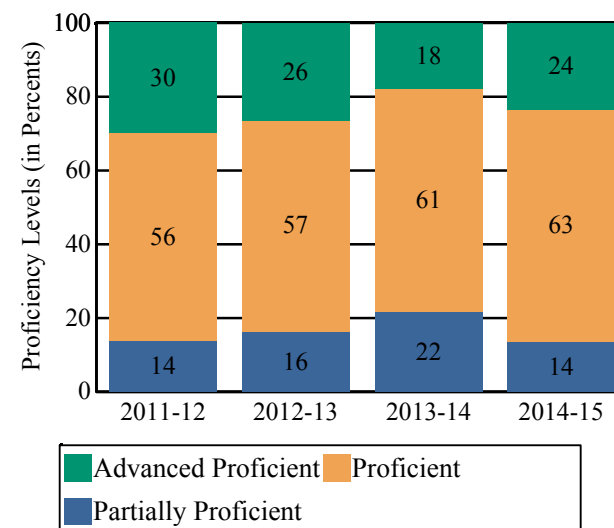
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	63%	14%
White	18%	76%	6%
African American	-	-	-
Hispanic	25%	57%	18%
American Indian	-	-	-
Asian	35%	53%	12%
Two or More Races	-	-	-
Students with Disability	0%	58%	42%
English Language Learners	-	-	-
Economically Disadvantaged Students	14%	64%	23%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

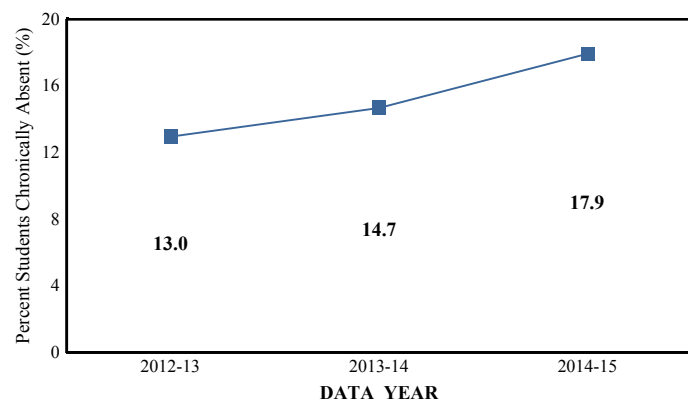
BERGEN
RIDGEFIELD PARK TWP

GRADE SPAN 07-12

03-4380-050
RIDGEFIELD PARK JR SR HIGH SCHOOL
1 OZZIE NELSON DRIVE
RIDGEFIELD PARK, NJ 07660

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

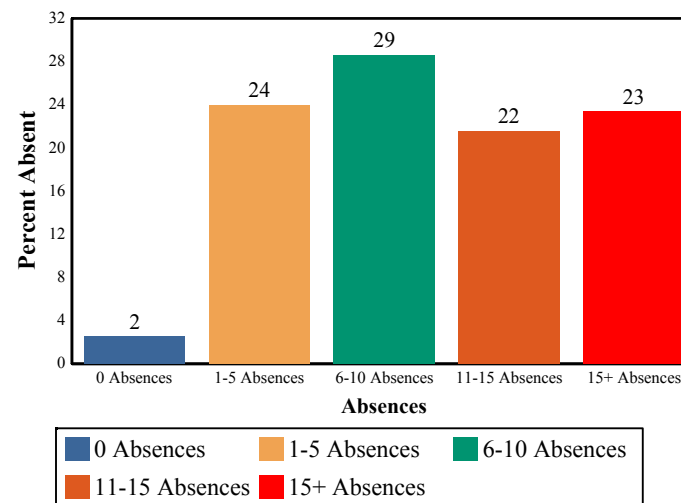


Chronic Absenteeism for 2014-15

17.93%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



COLLEGE AND CAREER READINESS

BERGEN

RIDGEFIELD PARK TWP

GRADE SPAN 07-12

RIDGEFIELD PARK JR SR HIGH SCHOOL

1 OZZIE NELSON DRIVE

RIDGEFIELD PARK, NJ 07660

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	81%	68	47	80%	YES
Percent of Students Participating in PSAT or PLAN	25%	13	6	60%	NO
Percent of Students Scoring Above 1550 on SAT	27%	39	35	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	13%	19	26	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	66%	57	51	75%	NO
Summary		39	33		20%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	80.4%	73.6%	79.1%
Participating in ACT	10.7%		25.2%
Participating in PSAT or PLAN	24.6%	68.9%	79.6%
Participating in Dual Enrollment	60.4%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	17.5%	29.5%	36.3%
One or More Test	18.7%	24.8%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	12.7%	19.4%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

**BERGEN
RIDGEFIELD PARK TWP**

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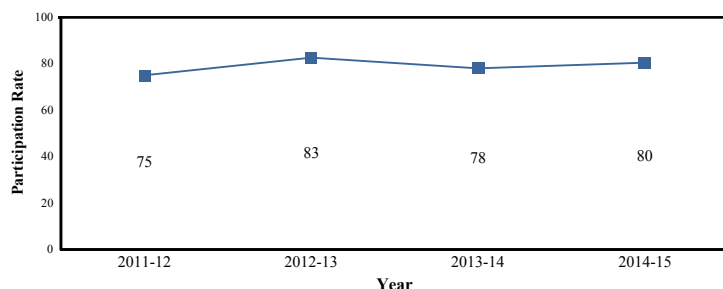
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GRADE SPAN 07-12

Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	27.1%	31.1%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,400	1,432	1,508
Critical Reading	459	469	496
Mathematics	482	494	518
Writing	459	469	494

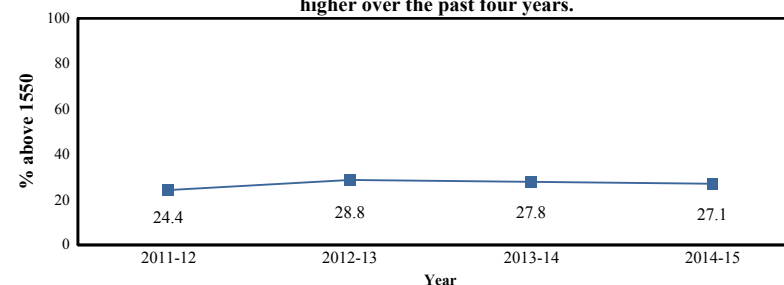
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	75.6%	60.3%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	66.1%	58.0%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	510	550	510
50th Percentile	450	470	450
25th Percentile	400	410	400

COLLEGE AND CAREER READINESS

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GRADE SPAN 07-12

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	23	23
AP Spanish Language	21	21
AP Psychology	16	16
AP European History	15	14
AP Biology	11	10
AP Calculus AB	8	8
AP English Language and Composition	6	6
AP Studio Art/Drawing Portfolio	6	6
AP Chemistry	6	6
AP Italian Language and Culture	4	4
AP Physics 1		14
AP English Literature and Composition		7

COLLEGE AND CAREER READINESS

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GRADE SPAN 07-12

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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	N/R	3.8%
Music	28.7%	17.8%
Visual Arts	33.9%	31.7%
Total: All Visual and Performing Arts	56.7%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.7%	18.3%
Structured Learning Experience	0.1%	7.0%

N/R - Data Not Reported

STUDENT GROWTH

BERGEN

GRADE SPAN 07-12

RIDGEFIELD PARK JR SR HIGH SCHOOL

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RIDGEFIELD PARK, NJ 07660

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here:

<http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of three columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

Student Growth Indicators	Schoolwide Performance
Student Growth on Language Arts	62
Student Growth on Math	45

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	1%	0%
Partially Met	7%	6%	2%
Approached	7%	11%	6%
Met	3%	13%	24%
Exceeded	0%	1%	11%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	0%	0%
Partially Met	12%	7%	2%
Approached	12%	19%	12%
Met	2%	8%	18%
Exceeded	0%	0%	2%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

GRADUATION AND POSTSECONDARY

BERGEN

GRADE SPAN 07-12

RIDGEFIELD PARK JR SR HIGH SCHOOL

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RIDGEFIELD PARK, NJ 07660

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	93%	68	47	78%	YES
Dropout Rate	1.4%	29	22	2%	YES
SUMMARY - Graduation & Post-Secondary		49	35		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	93%	78%
White	94%	
African American	-	
Hispanic	90%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	84%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	1.4%	2%
White	.5%	
African American	0%	
Hispanic	2%	
American Indian	-	
Asian	1.7%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	4.8%	
English Language Learners	4.9%	
Economically Disadvantaged Students	.8%	

GRADUATION AND POSTSECONDARY

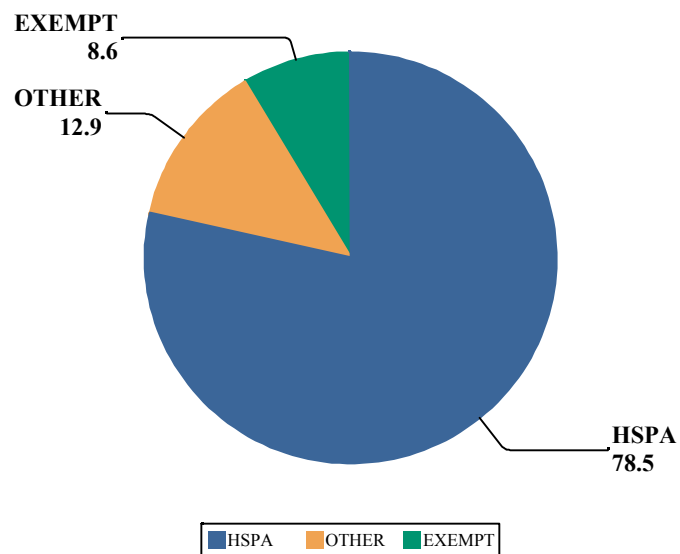
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GRADE SPAN 07-12

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Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	87%	89%
2013	91%	93%
2014	91%	93%
2015	93%	

GRADUATION AND POSTSECONDARY

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RIDGEFIELD PARK TWP**

GRADE SPAN 07-12

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Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	79%	42.2%	57.8%
White	80.4%	36.5%	63.5%
African American	-	-	-
Hispanic	82.2%	48.5%	51.5%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	62.5%	84%	16%
English Language Learners	-	-	-
Economically Disadvantaged Students	77.9%	44.8%	55.2%

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
RIDGEFIELD PARK TWP**

GRADE SPAN 07-12

**RIDGEFIELD PARK JR SR HIGH SCHOOL
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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	779	776
50th	757	751
25th	736	724
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	52

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	755	759
50th	737	740
25th	725	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	39

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
RIDGEFIELD PARK TWP**

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	782	777
50th	762	751
25th	739	723
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	54

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	768	766
50th	748	739
25th	727	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	56

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Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	753	748
50th	735	726
25th	721	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	821
75th	755	762
50th	740	735
25th	721	711
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	51

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

RIDGEFIELD PARK TWP

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	757	766
50th	734	733
25th	707	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	774	768
50th	749	740
25th	722	711
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	57

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PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	784	793
75th	742	747
50th	725	726
25th	710	710
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	813
75th	756	748
50th	744	718
25th	728	692
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	56

SCHOOL CLIMATE

**BERGEN
RIDGEFIELD PARK TWP**

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GRADE SPAN 07-12

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 46 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	5.1%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 36 Mins.
Shared Time	2 Hrs. 48 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	313

SCHOOL PEER GROUP

**BERGEN
RIDGEFIELD PARK TWP**

GRADE SPAN 07-12

**RIDGEFIELD PARK JR SR HIGH SCHOOL
1 OZZIE NELSON DRIVE
RIDGEFIELD PARK, NJ 07660**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	HAMMONTON TOWN	HAMMONTON HIGH SCHOOL	01-1960-050	09-12	32.3%	1.7%	17.2%
BERGEN	BERGENFIELD BORO	BERGENFIELD HIGH SCHOOL	03-0300-020	09-12	33.8%	1.5%	11.8%
BERGEN	BOGOTA BORO	BOGOTA JR./SR. HIGH SCHOOL	03-0440-020	07-12	48.5%	4.2%	15.9%
BERGEN	CARLSTADT-EAST RUTHERFORD	HENRY P. BECTON REGIONAL HIGH SCHOOL	03-0745-050	09-12	33.5%	2.2%	10.7%
BERGEN	ENGLEWOOD CITY	DWIGHT MORROW HIGH SCHOOL/ACADEMIES@ENGLEWOOD	03-1370-040	09-12	36.4%	5.4%	9.1%
BERGEN	HACKENSACK CITY	HACKENSACK HIGH SCHOOL	03-1860-050	09-12	52%	6%	13.2%
BERGEN	PALISADES PARK	PALISADES PARK JR-SR HIGH SCHOOL	03-3910-050	08-12	35%	8.9%	9.4%
BERGEN	RIDGEFIELD PARK TWP	RIDGEFIELD PARK JR SR HIGH SCHOOL	03-4380-050	07-12	39.6%	3.3%	11.7%
BERGEN	WALLINGTON BORO	WALLINGTON JUNIOR SENIOR HIGH SCHOOL	03-5430-050	07-12	31.9%	3.9%	10.4%
CAMDEN	LINDENWOLD BORO	LINDENWOLD HIGH SCHOOL	07-2670-005	09-12	66.2%	7.9%	12.7%
ESSEX	BELLEVILLE TOWN	BELLEVILLE HIGH SCHOOL	13-0250-020	09-12	53.5%	5.7%	11.8%
ESSEX	WEST ORANGE TOWN	WEST ORANGE HIGH SCHOOL	13-5680-050	09-12	48%	4.6%	18.4%
HUDSON	KEARNY TOWN	KEARNY HIGH SCHOOL	17-2410-050	09-12	50.1%	5%	14%
HUDSON	SECAUCUS TOWN	SECAUCUS HIGH SCHOOL	17-4730-050	09-12	31.1%	2%	14.4%
HUDSON	WEEHAWKEN TWP	WEEHAWKEN HIGH SCHOOL	17-5580-050	07-12	59.4%	6.2%	12.9%
MERCER	EAST WINDSOR REGIONAL	HIGHTSTOWN HIGH SCHOOL	21-1245-050	09-12	35.2%	5.1%	12%
MERCER	HAMILTON TWP	HAMILTON WEST-WATSON	21-1950-060	09-12	41.8%	2.7%	14.4%
MERCER	TRENTON CITY	DAYLIGHT/TWILIGHT HIGH SCHOOL	21-5210-030	09-12	67.8%	17.7%	17.1%
MIDDLESEX	EDISON TWP	EDISON HIGH SCHOOL	23-1290-050	09-12	34.6%	1.8%	13%
MIDDLESEX	NORTH BRUNSWICK TWP	NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL	23-3620-040	09-12	39.5%	2.6%	12%
MIDDLESEX	PISCATAWAY TWP	PISCATAWAY TOWNSHIP HIGH SCHOOL	23-4130-050	09-12	34.2%	3.4%	14.1%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER HIGH SCHOOL	23-4920-050	09-12	39.4%	3%	12.9%

SCHOOL PEER GROUP

BERGEN

RIDGEFIELD PARK TWP

RIDGEFIELD PARK JR SR HIGH SCHOOL

1 OZZIE NELSON DRIVE

RIDGEFIELD PARK, NJ 07660

GRADE SPAN 07-12

MIDDLESEX	WOODBIDGE TWP	COLONIA HIGH SCHOOL	23-5850-020	09-12	32.2%	2.4%	10.2%
MIDDLESEX	WOODBIDGE TWP	JOHN F. KENNEDY HIGH SCHOOL	23-5850-040	09-12	40.3%	3%	9.4%
OCEAN	BRICK TWP	BRICK TOWNSHIP HIGH SCHOOL	29-0530-020	09-12	30.5%	1.8%	17.3%
SOMERSET	BOUND BROOK BORO	BOUND BROOK HIGH SCHOOL	35-0490-020	09-12	63.3%	7.1%	13.1%
SOMERSET	FRANKLIN TWP	FRANKLIN HIGH SCHOOL	35-1610-050	08-12	40.1%	5.3%	13.8%
SOMERSET	MANVILLE BORO	MANVILLE HIGH SCHOOL	35-3000-050	09-12	46%	3.7%	17.7%
SOMERSET	NORTH PLAINFIELD BORO	NORTH PLAINFIELD HIGH SCHOOL	35-3670-050	07-12	67%	9%	15.7%
UNION	ROSELLE PARK BORO	ROSELLE PARK HIGH SCHOOL	39-4550-050	09-12	42%	4%	11.5%
UNION	UNION TWP	UNION SENIOR HIGH	39-5290-050	09-12	39.7%	2.6%	13.4%